

# **IHE Master's of School Administration Performance Report**

## **Western Carolina University**

**2013 - 2014**

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### **Overview of Master's of School Administration Program**

The Master's of School Administration (MSA) Program at WCU includes a 39 semester hour program for students completing a master's degree and a 24 semester hour program (Post Masters Certificate in Public School Licensure/PMC) for students who already have a master's degree. Most of our students are employed in educational settings and complete course work on a part time basis. The PMC program can be completed in 5 semesters and the MSA program can be completed in 6 or 7 semesters. We serve NC Principal Fellows Program by offering a MSA completion schedule, which is 4 semesters of full time study.

Successful completion of either program leads to licensure as a school principal. Students in the master's program complete foundations courses prior to entering the leadership core where they attend a face-to-face orientation with the PMC students. Each cohort is comprised of PMC and MSA students; completes 4 courses specific to school leadership; 6 semester hours of internship; and 3 one-semester hour courses of law based seminars. Students are responsible for completing 86 managerial activities during their 3 internship courses and also lead a school change project within their school during their final 5 semesters in the program.

### **Special Features of the Master's of School Administration Program**

Change projects are planned, implemented and assessed in line with a traditional change process to help students understand how change occurs at various levels of the school organization. Each project is based on a site-specific problem or concern in order to improve school culture, student achievement or address another identified building wide concern. All instruction is delivered online using the Blackboard 9 platform. Some courses include synchronous live meetings for students and all courses include asynchronous discussions.

Students in both the MSA and the PMC are visited at least twice during their time in the program by university faculty who serve as their internship supervisors. Mentor principals are identified by each student and support completion of the required school based work. MSA students complete 2 one-semester hour elective courses. The elective courses are offered based on interest and needs identified by local principals and district leaders. This year's electives are: Leading School Safety; The Role of Assistant Principal, Leading RtI (Response to Intervention); Leading Extra Curricular Activities (arts-based); and Urban School Leadership.

### **Direct and Ongoing Involvement with and Service to Public Schools**

Two faculty members have served this year as members of accreditation teams. One serves as an advocate for parents of a student with a disability. Two faculty members serve as

WCU liaisons to regional service alliance committees, one on the curriculum council and the other as a representative on the superintendents' council. One faculty member serves Buncombe County schools as a consultant assisting principals in establishing and reorganizing professional learning community. All faculty members serve one or more program completers per year with continuing support of the student's change project or as an informal mentor. One faculty member serves as a consultant to the Jamaican Ministry of Education and the director of the WCU program for principal preparation in Jamaica. Faculty have served on various local committees including assisting with the selection of principal of the year, providing recommendations to school boards on current issues such as testing, and linking practitioners to scholars in the field of educational leadership.

<b>LEAs/Schools with whom the Institution has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools and Rationale</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Starting and Ending Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Regional-WNC Asheville City	21st Century Priorities: 21st Century Professionals, Leadership Guides Innovation.	Read to Succeed Training and Volunteering	Fall, 2013  45 hours	8 Students  8 Parents  6 Teachers  3 Administrators	Training – Read to Succeed method  Tutoring
Regional-WNC Buncombe County	21st Century Priorities: 21st Century Professionals, Leadership Guides Innovation.	Collaborative Learning Community	Fall, 2013  7 meetings	7 Administrators	Consultation and professional development with principals to help them align learning communities with each school's desired outcome: the advancement of student teacher learning
WRESA Western Region Education Service Alliance	21st Century Priorities: 21st Century Professionals, Leadership Guides Innovation.	WRESA Curriculum Council	Monthly	40 Administrators	Council participant

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	6
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>6</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	3
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	40	White, Not Hispanic Origin	46
	Other		Other	
	<b>Total</b>	<b>42</b>	<b>Total</b>	<b>50</b>
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	33
	Other		Other	1
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>36</b>

**B. Quality of students admitted to programs during report year.**

MSA	
MEAN GPA	3.38
MEAN MAT New Rubric	403
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	300
MEAN GRE Traditional	996
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.81
NUMBER EMPLOYED IN NC SCHOOLS	122
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

**C. Program Completers (reported by IHE).**

Program Area	Masters Degree		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
<b>LC</b> Completed program and applied for license				
School Administration	2	37	0	22
Comment or Explanation:				

**D. Time from admission into School Administration program until program completion.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded		3				
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded		7	21	1	3	1
G Licensure Only	2	17	3			
Comment or Explanation						